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ABSTRACT

Profiled in this report are three Oregon first-grade teachers--the state's 1984 Teacher of the Year and two other finalists for that title. Distinguishing characteristics of the teaching approach of Jonelle Maurer of the Lincoln Elementary School in Grants Pass include phonics and group reading instruction, the use of activity centers, and a developmental skills device known as the "Brown Cupboard." LaNaya Ritson, of Eugene's McCornack Elementary School, makes use of a parent aide and rotating schoolwide P.E., music, and library periods to divide her class into three groups. Ritson also maintains contact with parents through weekly student work packets. The teaching of Tualatin Elementary School's Evelyn Andrews, Oregon's 1984 Teacher of the Year, is characterized by enthusiastic encouragement to students in and beyond the classroom and by an emphasis on the "real-world relevance" of learning activities. All three teachers share warm concern for their students and the ability to keep track of several activities simultaneously. They also utilize instructional time well, work with students beyond school time, provide positive reinforcement, set high expectations for their students, encourage responsibility and independent thinking, and involve themselves in educational affairs beyond their own classrooms. (JBM)

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Profiles of Elementary Excellence

Lois J. Rawers

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Preface

This month's Bulletin focuses on elementary classroom teachers, those jacks-of-all-trades who provide children the foundation for all their later schooling. We are indebted to the Oregon Department of Education and its naming of an Oregon Teacher of the Year and finalists for that title. These selections facilitated our choice of elementary teacher subjects for the profiles presented here.

We wish to stress that there are many effective teachers in the elementary schools across Oregon. In order that these many fine teachers may read about their three fortunate colleagues who received recognition for skillful teaching, we encourage administrators to share this Bulletin with elementary school staffs. Thus, numerous teachers will recognize many of their own practices embodied in the methods described here and realize that they, too, provide students effective instruction. These descriptions may also provide teachers with new ideas for use in their own classrooms.

Lois Rawers, the author of this Bulletin and a doctoral candidate in the Division of Educational Policy and Management, has seventeen years of experience as an elementary school teacher and principal.

Philip K. Piele
Executive Secretary

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Introduction

Nationwide, much public interest is currently focused upon America's schools. As more and more citizens openly question the quality of public schooling, educators escalate efforts to find and implement more effective educational programs and instructional methods. Through the years the Oregon School Study Council has made it a practice to report promising practices in the state's schools. Thus, these Bulletins serve as a reservoir of ideas for educators seeking "better ways."

Frequently our Bulletins highlight unique approaches to single segments of the total school program, such as mathematics instruction, business education, or science curriculum. In such cases, they usually focus upon secondary school teachers and practices. Our interest in presenting practices from all levels of public schooling motivated us to direct our attention toward elementary school teaching. Of course, a description of but a single portion of the elementary school program would not come close to telling the entire story of an elementary teacher's work. In order to tell the more complete story, this Bulletin profiles three effective elementary teachers, details their day-to-day instructional methods, and explains the rationale that guides their teaching.

These three teachers are Oregon's 1984 Teacher of the Year and the two other elementary teacher finalists for that title. We wish to emphasize that there are many very fine elementary teachers in the state. Our purpose was to take a close look at three teachers who

typify the many effective elementary teachers in Oregon. The Teacher of the Year program simply facilitated our selection of three subjects for our profiles.

The following chapters focus on Evelyn Andrews, first-grade teacher at Tualatin Elementary School, Tigard School District, and Oregon's Teacher of the Year; Jonelle Maurer, first-grade teacher, Lincoln Elementary School, Grants Pass; and La Naya Ritson, first-grade teacher, McCornack Elementary School, Eugene. Classroom observations of them, interviews with their students and colleagues, and examination of materials they submitted for Teacher of the Year competition confirm their designation as effective teachers.

That these profiles exemplify the many fine teachers who work in Oregon elementary schools was explained well by Larry Thornton, principal of Lincoln School in Grants Pass, when he said, "Jonelle Maurer is a great teacher, one who cares and is respected by others. But, as a matter of fact, this entire staff is just great!"

Jonelle Maurer, First Grade Teacher
Lincoln Elementary School
Grants Pass, Oregon

Jonelle Maurer sees teaching as "the most exciting, creative, fulfilling, demanding profession that an individual can undertake." Besides, she finds teaching school to be a great deal of fun, especially teaching first grade. Maurer believes that first grade is an extremely vital time for her students to learn and practice basic skills, and she makes sure that not a minute of their time is wasted. Each year she is determined to develop in her students responsibility for management of their own time, as well as for their own work.

In addition to her penchant for using time wisely and for developing responsibility in her students, several other beliefs guide Maurer's teaching. She firmly believes that parents and teachers must work together in schooling the child, so she conscientiously strives to involve parents in their children's learning experiences throughout the year. She believes that standards of student achievement must be reasonable, but at the same time that expectations must be high. Finally, she adheres to the principles and practices of positive reinforcement. She readily admits that first-grade teachers are especially fortunate because their students strive so hard for sincere approval from their teacher. Thus, the child that wins positive attention serves as a model for classmates, who follow suit with appropriate behavior in order to receive similar approval themselves.

The following section describing Maurer's management, methods, and materials will demonstrate how these basic beliefs pervade all aspects of her teaching.

A Carefully Orchestrated Instructional Program

Maurer's first-grade classroom at Lincoln Elementary School in Grants Pass is alive with color. From the loft (otherwise known as the tree house) on one side of the room to the string of cardboard railroad cars, each bearing a student's name and chugging along silently below the chalkboard on the opposite wall, this room is decorated to intrigue young minds. The decorations serve not merely as ornamentation, though. Displays are integrated with current topics of study. Bulletin boards reinforce Maurer's teaching or highlight students and their work.

As children enter at 8:30 each morning, they rapidly shed their coats and proceed directly to desks arranged in a u-shape facing the chalkboard to change from street shoes to gym shoes. Maurer explains that P.E. is scheduled in the midst of morning reading. Shoe-changing first thing in the morning saves valuable learning time later on. This also provides her a chance to chat informally with her students before embarking upon the day's full schedule of instructional activities. She inquires about one child's health, another's new brother or sister, and important events happening in others' homes. The atmosphere is one of order and important business to be attended to, but, at the same time, one of warmth and mutual caring.

After the Pledge of Allegiance and a quick lunch count, Maurer immediately launches into the first lesson of the day, a review of all the phonics sounds the children have already met this year and introduction of a new one, first as a sound by itself and then incorporated into familiar words. Next students play the game "How fast can you write?" using individual slates, erasers, and pieces of chalk at

their desks. Maurer prompts them to quickly write and show her the letters that say, for example, "ow," "er," "ed," "sh," "th," and "aw." When satisfied that all are on the right track, she challenges students to write entire words with the day's new sound.

Maurer explains that reading requires fast reaction. If students can see and reproduce sounds quickly, they receive reinforcement of skills necessary for fluent reading. She believes in a kinesthetic approach to all phonics instruction so uses the slates to allow children to print and trace large letters. She "saturates" two days with each new sound, gives that same sound secondary emphasis for two more days, and continues its daily review throughout the rest of the year.

After phonics and a short P.E. period, Maurer divides the rest of the morning into three time segments. During each of these segments she meets with one of her three reading groups--designated pink, green, and blue--for concentrated reading instruction and practice. At the same time members of the other two groups tend to writing, phonics, and "If you have time" assignments at their desks or complete learning activities at the four "centers" Maurer has devised for the week. For example, while the blue group reads with Maurer, pink group members proceed with seatwork, and green group members work at centers. In this manner, by the end of the week every member of each group has spent at least one-half hour at each center.

Maurer's group reading instruction is based upon the philosophy that success in reading and self-confidence go hand-in-hand. She believes that the child that keeps up with the class never has to face self-defeat. For this reason and because many of her students have not

attended kindergarten, Maurer keeps all her groups in the same reading materials until Christmas each year. She fears that children "pigeon-holed" into a low reading group early in first grade would never reach their true potential. She has not found this practice to hinder extremely capable students who frequently can advance to third-grade reading levels during the latter part of the year.

Maurer believes that the development of solid reading skills is enhanced when parents are integrally involved with the work of the school. She feels that it is hard for even the most willing parents to help their children unless they are in close contact with the teacher. For this reason, Maurer maintains constant communication with her students' parents.

Many of the learning activities in this first grade serve the dual purposes of reinforcing basic skills and promoting responsible, independent learning. Rather than placing seatwork assignments on children's desks for them, Maurer explains each activity and leaves worksheets at a central location for students to retrieve as they are ready for them. As each is completed, students load these assignments into their own boxcars in front of the room. At the time a student fills his or her own car, that is, has all the morning work completed, the student folds it together and places it in Maurer's checking basket. These first graders are given no reminders of their tasks, only positive reinforcement for completing them. They have been given the responsibility for their own work and they fulfill that responsibility. Besides, if they didn't tend to the day's required activities, they would never have the treat of "choosing" from the "Brown Cupboard."

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This massive structure composed of dozens of small drawers contains myriads of manipulative activities, many designed to enhance eye-hand coordination and other perceptual skills.

Just as "Brown Cupboard" activities disguise important developmental skill practice as fun, Maurer's learning centers motivate her students to enthusiastically participate in learning activities. These activities are designed to teach and reinforce concepts about a central topic that was introduced the previous week during storytime and writing, science, social studies, or art lessons. These topics include, among many more, color, seasons, magnets, rocks, manners, pets, and the senses. Each week the discovery center, the communication center, the art center, and the perception center contain materials and instructions for initial learning activities about the topic followed by "free choice" activities that students may select from extensive arrays of games, books, puzzles, and manipulatives dealing with that same topic. The next week, when the centers are devoted to a new theme, Maurer evaluates her students' learning from the previous week's centers. She may ask them to do creative writing or other assignments about the topic and listen to how they incorporate that topic into everyday conversation. One of Maurer's reasons for incorporating learning centers into the classroom is to enrich the first-grade program and stimulate superior students with high interest topics.

Afternoon in Maurer's class brings storytime and lessons in science, social studies, and art. Afternoon also includes mathematics time. She makes certain that she begins new mathematical concepts with concrete, manipulative materials before advancing to more abstract

symbolic representations. For example, she introduces the idea of subtraction with "Peanut Math." Children start with a group of peanuts, take away some of them, and then learn to write the corresponding subtraction problem with numerals on their own slates. (What's more, they get to eat the peanut problem afterward.) She constantly relates the abstract back to the concrete in order to promote realization that a symbolic mathematical problem simply explains what a story problem tells them.

Each school day Jonelle Maurer constantly prods her students to strive to do their best and gives them many opportunities to practice and improve their skills. They are, indeed, busy children but seem happy to be so. They receive sincere praise for hard work and appropriate behavior. They realize that Maurer will not tolerate misbehavior but will reward appropriate behavior. In fact, the entire class works hard to earn a special, periodic treat such as an extra recess or the privilege of eating lunch in the classroom. Each time Maurer acknowledges that the entire class has behaved appropriately (for example, lined up for recess quietly, returned to work quickly) she transfers some of the 100 brightly colored buttons from a large jar to a bowl. "It takes a long time to empty that jar," she explains, but, when the feat is accomplished, the whole class is rewarded.

Devotion to Teaching Beyond the Classroom

Well before school begins each fall Maurer invites each of her students and their parents to visit her classroom to select desks for the year and to allay their fears and concerns about starting school. Parents report that this technique of smoothing the transition from home

to school turns anticipation of that first day of school into a truly enjoyable experience.

Maurer, a Southern Oregon State College graduate, substituted for thirteen years in Grants Pass elementary and secondary schools before coming to Lincoln Elementary to teach first grade nearly twelve years ago. She has devoted untold hours to developing her own teaching materials. Several years ago a school district minigrant enabled her to purchase materials for, plan, and fabricate the over fifty activities in the "Brown Cupboard." Then, in 1976, Maurer and colleague Dorothy Bates, wrote and published FUNdamentals of Learning Centers for Primary Grades, which elucidates the rationale, logistics, and materials for learning centers. In 1979 Bates and Maurer published packets of large print, reproducible, high interest stories called Reading is FUNdamental. The two teachers have made numerous presentations of their methods and materials at inservice conferences around Oregon as well as at the state International Reading Association conference in Washington.

Jonelle Maurer explains, "I have never been content to use just the teacher's guide." Once she mustered the courage to develop her own teaching materials, she discovered abilities she had not known she possessed. She firmly believes that most teachers have these same creative, though often latent, talents and they should not be afraid to try their own hands at materials development.

LaNaya Ritson, First Grade Teacher
McCornack Elementary School
Eugene, Oregon

LaNaya Ritson is another teacher whose involvement in her profession extends well beyond the school day and the classroom door. McCornack Elementary School Principal Margaret J[illegible]n sees Ritson as a teacher who always has her students' interests a[illegible]art and who is very concerned with professional excellence. Johnson explains, "This concern comes through in LaNaya's participation in staff meetings, her communication with parents, and her cooperation in district inservice programs."

The following sections detail LaNaya Ritson's approach to first-grade instruction and her contributions in her area of special expertise, health education.

Management is the Key

Ritson's extensive organization of and preparation for instructional activities, her unruffled, accepting manner, her clear directions, and, finally, her skillful classroom management combine to create a businesslike, yet warm, atmosphere for learning. Like Jonelle Maurer, Ritson believes that cooperation between parent and teacher is an important component of an effective instructional program.

When Ritson's first graders enter their cheery, green and yellow decorated room each morning, they immediately begin the day's work, first, correcting the previous day's assignments and, then, trying their new math reinforcement and creative writing assignments. These materials are placed on individual students' desks by Ritson before

school's start each morning. This routine allows for a smooth beginning and seemingly effortless lunch and milk money collection and count. Ritson achieves this orderly operation of her classroom without raising her voice or admonishing her students. Instead she encourages appropriate behavior by reinforcing it. For example, instead of reminding students not to forget to write their names on morning work, she requests, "Raise your hand if your name is already on both papers this morning." Students rush to comply.

This tranquil routine continues, allowing Ritson to devote every minute of the morning to language arts instruction. Aided by an advantageous school schedule and responsible students who follow it without reminders, she meets with each of her three reading groups every morning for an uninterrupted lesson that is carefully planned down to the most minute detail. While she keeps herself and her students on task to accomplish each lesson's objectives, Ritson ensures that there is time for students to relate their own experiences to the stories they are reading. She also makes certain that all students can proceed on their own with independent assignments by making introductory directions explicit and doing samples of each assignment with students before dismissing them to work alone at their seats. Further, Ritson and a parent volunteer who assists during reading each day provide much immediate feedback to students about their work even before they place it in the "checking basket."

Ritson considers herself fortunate to teach in a school with such a carefully articulated schedule. She is able to send her students to P.E. in three separate groups at three different times each morning.

She has taken advantage of this to solve the age-old dilemma every primary grade teacher must face: How do I give undivided attention to one reading group at a time? Thus, while one reading group has P.E., Ritson meets with a second group, and her parent aid is available to assist members of the third group as they complete reading and morning work at their seats. Groups rotate each half hour. Afternoon scheduling of music and library periods allows Ritson to follow a similar routine and teach mathematics to small groups of students at a time. She credits the cooperation of her principal, Margaret Johnson, for arranging the school schedule to benefit children and teachers and for being "totally supportive of the teacher's mission."

As students finish independent work, they place it in a checking basket on Ritson's desk and, when time allows, turn their attention to the plethora of books and educational games that are stored on tables and shelves around the room. Ritson carefully examines and checks contents of the basket after school each day, then files each student's work in a large, individual envelope. Every Monday she sends home these envelopes full of students' work along with notes to parents. She explains that this method ensures that parents see the work their children have been doing, allows them to get a better picture of that work than they would get from papers sent home one at a time, and provides her a weekly mode of communication with parents. She notes to parents their child's successes during the week and specific skills they might reinforce at home. When children bring the envelopes back on Tuesdays, parents have signed them and frequently included a note to Ritson. She has found this constant communication between home and

school to be invaluable.

Ritson believes a teacher must create an atmosphere in which students are accepted for their own uniqueness, where it is okay to make mistakes, and where they feel comfortable. She achieves this by knowing each child as an individual and responding to each child's needs. She also believes in positive reinforcement as opposed to admonishment. Her students constantly receive her praise for listening, doing careful work, and thinking on their own. She is quick to point out that six simple classroom rules she and her first graders derived together at the beginning of the year solve most discipline problems before they occur. These rules are: (1) walk, (2) talk quietly, (3) keep hands to self, (4) take turns, (5) listen to teacher, and (6) work at work time.

As she explained in a feature article about her in Eugene School District's The School Paper, "A teacher must be enthusiastic, care about students, have a keen understanding of the curriculum to be taught, and be creative." Her teaching methods, materials, and management demonstrate that she not only believes this but carries it out in all her actions.

Teaching Interests Beyond the Classroom

Although LaNaya Ritson began her career with five years as a first grade teacher, she has packed a variety of other experiences into her life since then, including traveling as an airline attendant, teaching fifth grade for nine years, and developing health education curriculum materials. It was expertise in the latter area that earned her the state Health Teacher of the Year award for 1983.

Ritson holds a master's degree in health education from the

University of Oregon and is highly involved in district, state, and national groups of professional health educators. She is currently president of the Eugene School District Health Council, which developed Health Skills for Life, a kindergarten-through-twelfth-grade curriculum material. (Health Skills for Life was the subject of another OSSC Bulletin, Vol. 24, No. 4. Readers may refer to this earlier publication for details about this approach to health education.) Ritson field and pilot tested and helped to revise these instructional materials.

Last spring she traveled to Minneapolis as an invited presenter at the national conference of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). More recently Ritson developed the scope and sequence, as well as created supplemental activities, for McGraw-Hill Publishing Company's new textbook series, Gateways to Science and Health, for grades one through six. Then, in October she finished a project for the United States Department of Transportation. That task was to develop nearly 400 primary, intermediate, and adult-level questions for "Wellness Games" that are to be marketed nationally. As LaNaya Ritson explains, "Writing and curriculum development are things I enjoy and that come easy for me. Besides, I love embarking upon a new project."

But teaching remains her favored occupation. Even after long days of teaching and preparing for first graders and weekends writing lesson plans, Ritson often devotes evenings and summers to teaching health education teacher certification courses for the University of Oregon. In fact, before returning this year to first grade from fifth-grade teaching, Ritson considered following her health education interests and

teaching at the middle school level. But, instead, she succumbed to the lure of first grade. She explains, "At no other grade level can a teacher see daily growth so keenly. Something exciting happens everyday."

Evelyn Andrews, First Grade Teacher
Tualatin Elementary School
Tualatin, Oregon

Evie Andrews' colleagues of the Tigard Education Association who nominated her for 1983 Oregon Teacher of the Year respect her as an enthusiastic, creative, caring, and competent teacher. These attributes are apparent in her daily work of teaching first graders at Tualatin Elementary School. Perhaps the most prevalent of the attributes, though, is the caring she shows for every child with whom she comes in contact. She demonstrates an almost uncanny ability to keep track of and attend to her students' individual academic needs as well as their physical and emotional status.

Development of Student Responsibility

Andrews sees her task as "bringing the best out of each child." She explains, "You must have high expectations for your students, but ones that are realistic for each child. Without high expectations, they never achieve quality work." Her expectations for students include a grasp of basic academic skills but also range far beyond to encompass responsibility, independent judgment, and awareness of the world in which they live. She constantly strives to help students reach these high goals by devoting every moment of the school day to her students. She points out, "Grading comes later, after school." Additionally, she explains that she is willing to try different techniques with different children in order to find an instructional approach that works with each child.

She begins teaching a good half hour before the scheduled opening

of school each morning. As students arrive one at a time and early, they sit down to an activity Andrews prepared earlier, distributed, and explained in directions on the chalkboard. She takes advantage of this before-school period to work with individual children on reinforcement of specific skills, corrections of the previous day's work, or "catching-up" after absences.

During this early morning time and throughout the school day Andrews' students are at ease as they go about their assignments. Often, two students work together as one helps another, newer student. Andrews encourages her pupils to share the responsibility of helping the many new students that enter the class during the year to "learn the ropes." She allows students to interact with one another and believes that they must have the chance to make their own choices about behavior. "When they choose to behave inappropriately then I do something. The best learning comes from mistakes as students learn to take responsibility for their own actions," she maintains.

Andrews further fosters responsibility in her students by expecting them to indicate, without being reminded, each morning whether or not they intend to eat hot lunch at noon. These first graders also assume responsibility for getting to assigned reading classrooms on their own and on time following the morning's "opening exercises." Students arriving for reading instruction in Andrews' room from other first- and second-grade classrooms are allowed the privilege of deciding where to sit each day. This is one more way in which Andrews encourages responsible choices by her students.

As mentioned above, Andrews expects students to make appropriate

choices or suffer the consequences. But her system of positive reinforcement also provides strong motivation for acceptable behavior. Andrews issues to students tickets, small squares of construction paper, for completing assignments and following directions. As students accumulate adequate quantities of tickets, they may exchange them for various items or privileges. These include pencils, erasers, lunch with the principal, and Dairy Queen treats. For forty tickets Andrews will even relinquish her own favorite chair for a day. In addition to tangible, positive reinforcement by tickets, Andrews supplies ample verbal support for work well and responsibly done, independent thinking, and suitable conduct.

Andrews' enthusiastic encouragement is the hallmark of her intructional technique and is most clearly manifested when she teaches reading to small groups. Employing direct instructional methods, Andrews starts her first graders out with DISTAR reading. Andrews supplements this fast-paced approach to reading instruction with additional group and individual reading practice. Her students unhesitatingly reread text book stories on their own and to one another after their regular reading group meetings.

Andrews relates lesson content to the real word as often as possible. She believes that by interjecting comprehension of stories into reading lessons, by clearing up children's language and listening misconceptions, and by leading children to become aware of their surroundings, she can "bring students into touch with the real world."

Besides building real-world relevance into language arts lessons, Andrews incorporates pertinent applications into mathematics. She

credits Math Their Way for providing many strategies of teaching processes such as estimating and patterning and, thus, enabling her to make mathematics relevant to her students.

Interest in Students and Education Beyond the Classroom

A typical example of Evie Andrews' commitment to making lessons meaningful to students in their lives outside of school is the annual trip her class takes to Andrews' own home and pumpkin patch. She takes advantage of this outing to incorporate mathematics and science activities in observing, counting, and estimating pumpkin parameters. At the same time, she feels, this gives children the chance to view their teacher as a human being with a home and garden and interests beyond the classroom.

Frequently, she and her husband host individual students who need "that extra attention" to come visit them and play in the spacious yard around their home or bake cookies. Andrews commonly visits her students at their homes, too. In addition to just visiting, she schedules at least one parent-teacher conference each year in each student's home and often spends evenings helping students who miss school due to illnesses. Through home-teaching Andrews tries to prevent any of her first graders from falling behind in essential, early skills development.

Andrews extra-classroom instruction extends to teaching reading methods classes for other teachers. She has been a DISTAR instructor for Tigard School District inservice programs and has offered college credit classes through Portland State University, Portland Community College, and Pacific University. She also avidly pursues her own continued education to "keep up" with new ideas in teaching and to

develop additional skills. Currently, she is learning about microcomputers and how to do calligraphy by participating in district inservice classes.

Another endeavor Andrews is currently involved in beyond Tualatin Elementary School is her participation as a member of the Curriculum Task Force to develop a common, comprehensive state curricuum as a part of the Oregon Action Plan for Excellence.

Andrews Credits Colleagues

When asked why she was named Oregon's Teacher of the Year, Evie Andrews replies, "Because the wonderful people I work with nominated me." She then changes the subject to tell what an exciting educational setting the Tualatin Elementary School staff has created. "There's always some schoolwide activity going on that integrates many subject areas and provides learning activities for all children. We believe in a wholistic approach to education."

Art Haas, Tualatin Elementary School principal, confirmed the staff's sentiments when he said, "The teachers here are all behind Evie. In fact, they feel that they share her award with her."

Conclusion

Jonelle Maurer, LaNaya Ritson, and Evelyn Andrews are, indeed, three effective teachers whom their students will not readily forget. Although these teachers, with their differing personalities and their individual approaches to and organization of instruction, create three distinctive classroom atmospheres, they share several common characteristics and beliefs. Most obvious to this observer was their ability to be in touch with many different students and to keep track of several different activities at one time. No student goes unnoticed in these teachers' classrooms. All three utilize every moment of instructional time, even supplementing that time by working with students before or beyond the school day.

These first-grade teachers are dedicated to developing in their students a firm foundation in basic academic skills by working closely with parents, providing positive reinforcement for work well done, and setting high expectations for their students. They provide ample opportunity for students to grow in responsibility and independent thinking. Additionally, Andrews, Ritson, and Maurer are all involved in educational affairs beyond their own classrooms. They participate in and contribute their skills to district programs, as well as state, and even national, projects.

As explained earlier, these teachers are representative of the many fine elementary teachers serving students all across Oregon. These profiles are meant to exemplify the numerous effective strategies employed by Oregon elementary school teachers.

Interviews and Observations

Evelyn Andrews, teacher, Tualatin Elementary School, Tigard School District. Interview and observation, January 11, 1983.

Art Haas, principal, Tualatin Elementary School, Tigard School District. Interview January 11, 1983.

Margaret Johnson, principal, McCornack Elementary School, Eugene School District. Interview, January 16, 1983.

Jonelle Maurer, teacher, Lincoln Elementary School, Grants Pass School District. Interview and observation, January 6, 1983.

LaNaya Ritson, teacher, McCornack Elementary School, Eugene School District. Interview and observation, January 16, 1983.

Larry Thornton, principal, Lincoln Elementary School, Grants Pass School District. Interview, January 6, 1983.

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